

Research on the Management of Teachers Training in the Open University of China

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Abstract: The Open University of China is a new type of university that is closely related to the whole society and closely integrates Internet+ and education. It has unique innovation and complexity in curriculum construction, teaching management and scientific research mode. This makes the allocation of its teaching staff different from traditional colleges and universities, which brings great challenges to the training and management of teachers. In recent years, the Open University of China has attached great importance to teachers training management, persisted in innovation, increased investment in funds, expanded the scale of training, and achieved remarkable results in training. However, there is still a gap between the management of teachers training and the reality of “actively adapting to, deepening the reform of education curriculum” and “implementing quality education in an all-round way”, which does not meet the expectations of teachers in the Open University System of China for higher quality training. Therefore, the training management work urgently needs to be optimized and improved. In this paper, interview method is used to investigate the current situation and training needs of teachers in the Open University System of China, aiming to comprehensively understand the status of teachers in the Open University System of China and the training needs of different teachers, and putting forward some suggestions for the optimization of teachers training management in the Open University of China. The conclusion of the research can provide decision-making basis for the majority of teachers in the Open University System of China to improve their teaching level, accomplishment and professional teaching ability, and to create a positive humanistic atmosphere in the Open University System of China.

Keywords: Teachers training; Management mode; Quality control; The Open University of China

1. Introduction

For a long time, the core content of education policies around the world is the reform of teachers education. The concept of “lifelong learning and pursuing dreams” is gradually deepening the teacher system, the teachers professionalization movement is also constantly developing, and the whole society’s understanding of education and teachers’ status is further deepened.

The Open University of China is a new type of university. It plays an extremely important role in China’s higher education system. It is mainly engaged in distance open education. Its basic characteristic is the separation of teachers and students, and the basic guarantee for running a school is the system operation, which determines that the running and teaching of an open university are accomplished by a variety of practitioners and multi-role teachers. The basic purpose of the teaching staff construction of the Open University of China is to serve the education and teaching work and improve the quality of talent training. Under the guidance of the theory of distance open education, it has formed a large scale professional teaching team with Chinese characteristics, providing teaching, management, research and

learning support services under the Internet + environment. Now there are more than 80,000 full-time and part-time teachers. In order to implement the policy of teachers training in colleges and universities, the Open University of China has attached great importance to teachers training management, persisted in innovation, increased investment in funds, expanded the scale of training, and achieved remarkable results in training. However, progress is always accompanied by various problems to be solved. Due to the differences in academic qualifications, age composition, systematicness and regionality of the system teachers, the management of teachers training has some problems, such as single training mode, weak policy pertinence, vague design and weak quality monitoring links, which cannot fully meet the desire of system teachers for higher quality training. Therefore, strengthening teacher training, optimizing and improving the management of teachers training in the Open University of China is an important task and urgent requirement for the construction of teachers team in the Open University of China in the new era.

In order to better research the management of teachers training in the Open University of China, it is necessary

to find out the problems in the training management, and analyze the causes of the problems one by one. This paper has interviewed 10 teachers who participated in the training in depth. The interviewees generally believed that the systematic teachers training in the Open University of China has achieved remarkable results after several years of running-in. Under the overall planning of the Teacher Development Center, teachers of different majors have absorbed the nutrition brought by the training according to their absorptive capacity in the training of key professional backbone teachers in different departments of the Open University of China, and at the same time, the problems of training management are truly reflected. The interview found that the interviewees have already had personal experience of their own professional values. The most direct personal experience was to improve teachers' sense of belonging to the unit and their sense of existence in teaching and educating people in the Open University System of China through training. On the other hand, teachers who devoted themselves to the training with the spirit of ownership have different experiences of praise and criticism, which contains the shortcomings and deficiency of the management of teachers training.

2. Analysis of Problems and Reasons of Teachers Training Management

2.1. Insufficient implementation of teachers training policy

First, the professional development of teachers in the Open University of China needs strong support from external system.

Second, the training management mode of the Open University of China, in fact, has not formed a long-term mechanism, and it urgently needs the support of the funds of the national authorities.

Third, the propaganda of the national teachers training policy is not in place.

Fourth, the training policy lacks systematic and humanized considerations.

2.2. Lack of attention to teachers training needs

Among the ten interviewed teachers, five of them believed that they would take part in training in order to promote their professional titles, improve their scientific research level, and help them write papers. At the same time, they could accumulate training hours.

Three of them believed that they would take part in training in order to understand and improve professional teaching tasks, learn and master new distance education technology and improve their teaching level.

Two of them believed that the Open University of China has a clear number of requirements for each branch. Although not every part of the lectures is closely related

to the work and can improve the quality of work immediately, but because of the pressure of indicators, the teachers with front-line teaching tasks are arranged to participate.

2.3. Insufficient supervision of teachers training effectiveness

There is no clear definition of the effectiveness and supervision of teachers training. The importance of training depends on the management level, with a wide audience and different absorption effects of individuals in training, which is inevitable. However, if managers of the training can consider the effect of the training and the salary from the perspective of human resources compensation, can it be more clear about the purpose of training, and at the same time play a regulatory role, and is conducive to the promotion of teachers' personal remuneration and professional titles. It will certainly stimulate the training enthusiasm of trainees and reduce the mobility of teachers in the Open University System of China.

2.4. Poor consideration in training curriculum design

There are also assistants, lecturers, associate professors and professors in the full-time teaching staff. The teachers training in the Open University must take into account the actual needs of teachers at different levels, in different types and in different positions. According to the teaching tasks and the teaching abilities required by the positions, we should carry out the integrated design, classification and implementation of teacher training, and carry out targeted training.

3. Suggestions on the Management of Teachers Training in the Open University of China

We should construct the management of teachers training in the Open University of China into a teachers training management system with clear positioning, smooth operation and efficient management, so as to improve the satisfaction of the participating teachers and ensure that the teachers who participated in the training can gain from it and do something in the future teaching and scientific research work. As the managers of teachers training, in order to achieve the goal of training management, we should face these valuable opinions and suggestions, continuously improve and perfect the deficiencies in the management of teachers training, and truly improve the effectiveness of teachers training in the Open University of China, so as to play a good role in the development of teaching cause with half the effort.

Through in-depth interviews with interviewers, this paper summarizes the following optimization suggestions:

3.1. Applying to the country for relevant training policy support actively

As a new type of university entity, the training and management of the teaching staff of the Open University is the most important in the long-term management of the university. The national administrative department of education should provide corresponding policy support for the construction of the teaching staff team in this new type of university. All schools and teaching units at all levels in the open university system should pay more attention to the construction of the teaching staff team, strive for greater space for the construction of the teaching staff team, and provide more policy and financial guarantees.

3.2. Arranging the teaching content of the training experts reasonably

At present, the lecturer experts in teachers training come from colleges and universities, and they have a reputation in the industry. They are suitable professors carefully selected by the sponsoring department of the Open University of China for participating teachers. In the teachers selection of the training, it is necessary to research the specific teaching content and then arrange suitable professors to give lectures. Moreover, due to the relatively remote places where teachers concentrate on face-to-face training, it is not very convenient for some experts in the aspect of transportation. Therefore, when selecting prestigious professors in the same field in the future, it is suggested to consider practical reasons such as the residence of experts.

3.3. Strengthening the monitoring and evaluation of training quality

It is suggested that the undertaking department submit the project work summary materials to the Personnel Department within one month after the completion of the training project, so as to carry out project acceptance, evaluation, appraisal and filing. At the same time, it is suggested that the Teacher Development Center organize relevant experts to make a comprehensive evaluation of the teaching team's work performance by means of on-the-spot understanding, interviews and other means from the aspects of teaching content and teaching methods of training, and make a special evaluation of the accomplishment situation of training objectives and tasks, the satisfaction of trainees and so on.

3.4. Improving the design and organization of training

The managers of teachers training should strive to discover and capture the needs of participating teachers, respond to these needs in a timely manner, and give changes in training design. Only in this way can the satisfaction of the participating teachers be improved and the training effect be improved. Details as follows: First, the training indicators should be flexible and different regions should have different settings.

Second, the length of training should be appropriately shortened and a combination of online and offline should be adopted.

Third, the design of training courses should be improved.

Fourth, the training content should be combined with the characteristics of the Open University System of China.

4. Conclusion

As a new type of university entity, the training and management of the teaching staff of the Open University is the most important in the long-term management of the university. It is hoped that the research conclusions of this paper can provide decision-making basis for the majority of teachers in the Open University System of China to improve their teaching level, accomplishment and professional teaching ability, and to create a positive humanistic atmosphere in the Open University System of China. To some extent, the implementation of the management optimization measures will optimize the management policy, management mode, design plan and quality control of teachers training in the Open University of China, and will have a far-reaching impact on the implementation of the national education system reform project, "running the open university well" and the national teachers and education reform.

At the same time, due to objective conditions and limited theoretical knowledge, research horizons and actual research level, there are still many shortcomings in this research.

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